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as will enable her to deal intelligently with particular cases when they arise. This fact is illustrated by showing the difference in the attitudes and the methods employed by two school principals, one of whom makes use of the static conception in classifying a pupil, and the other of the dynamic conception. Several illustrations are also given of ways in which the training that is given in the best teachers' training schools is of service to the teacher in school management and in teaching.

In the closing chapter, which treats of the technique of educational science, the present status of education is reviewed, the influences detrimental to its growth pointed out, and improvements suggested. A compilation of the best of what is being done and has been done is urged, in order to give the student of educational science a fair start as compared with students in other departments of scientific research. The chapter closes with illustrations of the development of educational technique, and a treatment of the subject in professional training schools.

It is unfortunate that a book which contains so much of what is vital in the solution of educational problems should be written in a style that obscures its meaning. In addition to the difficulty caused by the frequent use of technical terms, there is that which is due to frequent digressions from the main line of thought. Had more care been devoted to the arrangement of the material presented, a continuity of thought could easily have been secured which, doubtless, would have relieved the author from the necessity of using argument in places where those most likely to read the book would prefer exposition.

KATHARINE E. DOPP.

THE UNIVERSITY OF CHICAGO,  
University Extension Division.

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*Geographic Influences in American History.* By ALBERT PERRY BRIGHAM, A.M., F.G.S.A., Professor of Geology in Colgate University. Boston: Ginn & Co., 1903. Pp. x, 366.

THE worth of the geographic factor in accounting for the industries, political history, leisure pursuits, and the character of local and national communities has been under discussion for a great many years. We are told that "character is a function of latitude," that "a man is what he eats," that, in short, climate, topographical conditions, and physical and social environment determine completely the mode and nature of human activities. And while this is still a subject of discussion which has not been settled in favor of the affirmative, it is commonly granted that geographical conditions do play some part in the development of communities and nations. As indicating some of these influences, and their effect, upon American local and national life, the recent work of Professor Brigham is of more than usual interest.

His method of presentation is simple. The plan evidently is first to present geographic conditions and then to show how history is made and influenced thereby. For purposes of treatment the book is divided into twelve chapters, and each chapter, except the last, which is not directly relevant to the general theme, deals with a distinct geographical unit; or a group of units, as the ones on the Civil War and on Geography and American destiny. The headings of the chap-

ters will represent in a somewhat rhetorical way the divisions intended. These are: "The Eastern Gateway," "Shoreline and Hilltop of New England," "The Appalachian Barrier," "The Great Lakes and American Commerce," "The Prairie Country," "Cotton, Rice and Corn," "Where Little Rain Falls," "Mountain, Mine and Forest," "From Golden Gate to Puget Sound."

The underlying assumption is that human effort in pursuit of its aims and vocations follows the line of least resistance, and if necessity and this resistance compel it, it will change its more immediate aims and vocations in conformity thereto. This explains, for instance, the importance of the only adequate gap in the Appalachian barrier, the Mohawk valley, the Gateway of the East. On the eastern seaboard lay New York with its magnificent harbor, land-locked and ample, with its central situation and unlimited terminal facilities. And away to the west of the Appalachians stretched two thousand miles abounding in game, teeming with interest for the adventurous souls of old New England eagerly anxious to be in the vanguard of the host destined later to people its fertile extent. Hence the desire for a feasible route, and the importance of such a route when once it was found adequate. "The meaning of the Mohawk valley is that the entire region of the Great Lakes and the vast prairie and mountain regions of the West became tributary to the rising metropolis on Manhattan Island." Another meaning is that the North and West developed much more rapidly than the South and West separated from the sea by mountains so difficult of ascent that less than twenty years ago the first railroad was put across them. Isolated quotations are at best mutilations, but, granting this limitation, the following represent in an interesting way the trend of the work: "New England could not be the key of eastern America in time of war. Her valleys do not run into the heart of the continent." "If, without a mountain barrier, the Atlantic plains had merged into a land like the prairies, it would be hard to say how American history would have shaped itself." "But we wish now to see how the overflow from the East centered upon Pittsburg and passed down the Ohio. . . . The mountains were like a sieve with openings enough, though small, and everything that went through centered, as in a funnel, in the upper Ohio valleys." Of the Prairie country he says: "But will not the pendulum swing and carry the central states to their natural fellowship with their southern geographical neighbors, giving to geographic conditions their proper control again?" Of California: "Life there is a little fresher, a little richer in its physical aspects, but for this reason more characteristically American." Of Kansas we read: "A people pressed for ready money is a people ready to preach and hold extraordinary doctrines, and thus we are able to see how the Populistic wave of antagonism to eastern financial ideas swept the plain, and how a large political and social movement grew out of the failure of a frontier population to adjust itself properly to geographic conditions."

The author's information, and his evident love for the subject, creates an open-eyed interest in the reader; the language is well chosen and the literary style good. As the work of a specialist, the subject-matter is up to date and shows a breadth of outlook that is quite refreshing in a text-book writer. Considerable use is made of geologic data in explaining present configurations and their effects. The breadth of outlook is evidenced, in particular, in the treatment given of the South, of irrigation, and of forestry. The physiographer is written

all over the book. One's impression after a reading is that it is mostly geography. This is true in point of pages, of detail given, and from the fact that most of the history correlated is that of territorial occupation, of migration, and of settlement. In only one chapter does he get into "pure" history: the chapter on the Civil War. The treatment of the taking of Vicksburg, the battles around Chattanooga, and the campaigns in the Shenandoah is fine, if for no other reason than that it illustrates the method by which the organic relationship between geography and "pure" history may be investigated, and investigated interestingly. This chapter is of interest for the further reason that here is shown more clearly than elsewhere the art of judicious selection of material. Any work that deals with the relations of two correlates should treat every element of one so that its correlation with an element in the other will be affirmed or denied; yet in many places — *e. g.*, pp. 53-58, 76-86, and in the chapter on "The Prairie Country" — a good deal of material is introduced which is not correlated to any term on the other side. There is an attempt made to paint the geographic picture too wide and too continuous for the space at hand.

The judicious selection of good illustrations is pleasingly in contrast to the common extravagant use of illustrations without regard to their appropriateness. All the maps are important for the elucidation of the text though some of them — *e. g.*, the maps of the northern Appalachians and Chattanooga — are too meagerly marked to serve as a reference for all the matter given.

These criticisms aside, the work has the right ring. The spirit is good, the style is popular and withall highly suggestive. For a teacher Professor Brigham's work possesses more than ordinary value, both because of the matter given and because it illustrates how by this method the investigation of the organic relationship of geography to history can be clothed in attractive garb and pushed beyond the stages of relationship more obviously organic into the more specialized forms of each.

WERRETT WALLACE CHARTERS.

THE UNIVERSITY OF CHICAGO,  
Graduate Schools.

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*Genetic Psychology for Teachers.* By CHARLES HUBBARD JUDD, PH.D.  
("International Education Series,") New York: D. Appleton & Co.,  
1903. Pp. xii, 329.

THIS book has apparently grown out of the author's "experiences of a number of years spent in teaching psychology to classes of teachers." It has the advantage of being in close touch with some of the more pressing and practical problems of elementary-school teaching, as these problems appear from the standpoint of one not directly engaged in the work of such teaching. "Racial and Individual Development in Writing," "The Process of Reading," "The Idea of Number," are chapter headings in the latter part of the book, and represent the application of genetic psychology to the traditional three R's.

What might fairly be called the controlling idea of the book is the idea that genetic psychology properly begins, like charity, at home; that is, with the study of the development of one's own mental processes. Genetic psychology has too often been narrowly conceived as a study of the infant mind, as child-study, as